

**PSC-ED-OUS**

**Moderator: Emmanuel Caudillo  
December 3, 2014  
1:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this time all participants are in a listen-only mode. During the question-and-answer session, to ask a question, please press star and then 1.

This call is being recorded. If you have any objections, you may disconnect at this point.

I will now turn the meeting over to your host, Mr. Marco Davis. Sir, you may begin.

Marco Davis: Thank you. Hello and welcome everyone. My name is Marco Davis. I'm the Deputy Director of the White House Initiative on Educational Excellence for Hispanics, and I'm joined by several colleagues today. Thank you for joining us for our Webinar.

Two quick business matters. I would like to inform and remind you that, as the operator just said - sorry, this Webinar including the Q&A will be recorded, and the recording and the transcript of the conversation, along with the slide presentation, will be posted to the Initiatives Web site after the call,

to make the information available for anyone who wasn't able to join us for the live Webinar.

Also want to remind you that this Webinar is off the record and not intended for press purposes.

Now the agenda will go as follows. In a moment I will introduce our first speaker who will provide a few remarks to frame our discussion today on evidence-based programs for Hispanic males. Then I will introduce our presenters who will speak for up to 30 minutes. And then we will open the floor for Q&A for the remainder of the hour. When we open the floor for questions, the operator will come back on to provide guidance on how to get into the queue for questions.

And now, without further ado, let me turn it over to our opening speaker. Rafael Lopez is a Senior Policy Adviser at the White House. Rafael?

Rafael Lopez: Thank you, Marco, and thank you all so very much for taking time from your very busy schedules from across the country to join us for this call. I want to say right off the bat that all of you on this call wouldn't be here if you were not absolutely committed to making sure that all of America's young people are doing their best in thriving and reaching their greatest potential.

Having worked in the non-profit public sector and philanthropic sectors throughout my career and being born and raised in the city of Watsonville, California, a small rural community in the northern part of California, I clearly understand on a personal and professional level the struggles that the Latino community faces around making sure that all of our young people, boys and girls alike, are doing their best, and how critically important it is to make sure we have evidence-based programs, and a series of promising practices to lift

up across the country, which is why we're on this call today. So, thank you for all you do every single day to make sure that our kids, our families and our communities are stronger and thriving.

I want to frame up a couple of key concepts so that everyone's eyes are on the same page. First of all, for those of you who have not gone to our Web site, please take a moment to go to [www.whitehouse.gov/mybrotherskeeper](http://www.whitehouse.gov/mybrotherskeeper). There is quite a bit of information there as well as links to external resources that frame up all the data that has been used to - as a foundation for this initiative. We - there are also remarks of the President, as well as very important links to a variety of pieces of information that we imagine will be helpful to you as you do your work, whether you're a non-profit leader or community activity or a philanthropist or someone who's just deeply committed to making sure our kids do well.

Throughout the Web site and all of the resources that are shared, I want to highlight a couple of key messages which are critical and I imagine many of you would probably agree with, which is that we are steadfast in making sure that all of our kids are getting a healthy start in entering (school to learn), that they're reading at grade level by third grade, that they're graduating from high school ready for college and career, that they're completing post-secondary education or training, that they're successfully entering the workforce, that they're keeping kids - that we are keeping kids on track and giving them second chances.

And these six elements that I've just highlighted are not only woven throughout the My Brother's Keeper documents and work but also priorities of this administration. And we know that we absolutely need every single one of you on this call and countless others across the country to make sure we do

that for every kid in America, with a special emphasis right now on the Latino community.

And I would be remiss if I didn't say that clearly the future of our country and the nation's is absolutely linked to the future of the Latino community. We are the largest and fastest-growing minority in the country. We represent - we will represent 60% of our nation's population growth between 2005 and 2050. And despite that phenomenal growth, Latinos have the lowest educational attainment levels of any group in the United States. That's simply unacceptable. And we know that many of you on this call are doing your absolute best to make sure and reverse that trend.

We've seen some great news recently about high school completion rates and college completion rates, and we are thrilled about that great news. But we have lots more work to do.

This is an open invitation for all of you to lift up the amazing work you're doing, using social media outlets to tell the story of the countless communities that you represent, to lift up the voices of the young people that you are working with and for and serving, and making sure that their voices and their stories and their triumphs and their challenges are all listed up for all to see because there's so much amazing rich stories that we have to share in our community.

I also want to take this moment to say that, in the next year, the White House Initiative on educational excellence for Hispanics is going to celebrate its 25th anniversary. And I want to say loudly and clearly, on behalf of the administration, that we are so grateful for the leadership of the initiative for the commissioners and for all the partners that have done so much to lift up this work across the country and to be a voice of the Latino community on the

national level. And we invite you, all of you on this call, to lift up again your voices and make sure that what you are working on is shared. And on that final point, I simply want to take a moment to thank all of our speakers today who have done a tremendous amount of work over the last several decades, not only in growing our programs that are culturally relevant, that are respectful, that are grounded in indigenous traditions, but also over the last several decades have documented their work, have been clear about their data, have been steadfast in keeping track of how their work has impacted young people and their families and showed dramatic results in the various communities in which they have worked.

The example that they're going to elicit today, the challenges that they've overcome over the years, and the importance of continuing in this movement to make sure that we have across the country viable evidence-based programs that specifically serve the Latino community and communities across the country is absolutely essential.

So with that said, thank you all for your time. Thank you to our speakers. Thank you to the White House Initiative on Educational Excellence for Hispanics. And we look forward to the conversation.

Marco Davis: Thank you so much, Rafael. We really appreciate all your leadership and all your great work as well. And obviously your passion, your commitment shows through in your remarks. And so we're really grateful to have you championing the efforts of the Latino community and so many other communities over there at the White House.

So without further ado also, let me not prolong this any further. Let me turn it over to our presenters who can share with you their really innovative and positive model and program that they work with.

We have three presenters today. They are Jerry Tello, Director of the National Latino Fatherhood and Family Institute, and is Lead Trainer at the National Compadres Network. We have Dr. Heriberto Escamilla who's Director of Research & Evaluation at the National Compadres Network. And they're joined by Marcia Rincon-Gallardo, who's a consultant with the National Compadres Network and Director of Noxtin.

So without further ado, let me turn it over to our three presenters. Take it away.

Jerry Tello: Thank you very much. This is Jerry Tello. And I want to thank you, Marco and Rafael, for everything that you do to set the framework and to begin to bring the knowledge and the wisdom that exist in many communities. I want to, you know, thank all the communities across the country that are doing amazing work, that for whatever reason, were not able to lift it up in this way, and so what we share here is really a representation of what other people are doing as well.

And I feel blessed today, but I'll be remiss if I didn't acknowledge my ancestors and the ancestors that came before me, my grandparents that came from Mexico and came through San Antonio, Texas, and who ended up in Compton (unintelligible) and grew up in (that way). And through this journey, you know, my grandmother would say, "Estamos aquí para servir la gente." We're here to serve people, and I think that's why we joined this mission.

You know, the National Compadres Network started almost 30 years ago where a group of men in the community were somewhat frustrated and - with what was - we were seeing in communities going on with families or not going on in a good way with families and the youth and seeing many of them

wounded and some ended up in the criminal justice system. And we decided to get together and begin a movement.

What we realized right away is that, before we could work with the youth, we had to make sure that we as men, representatives of our family, were walking in a good way. And so, 30 years ago we made a commitment to attempt to be what we call Hombres Nobles to try and, you know, work on our own healing, our own transformational healing in a way that we could be good examples, good fathers, grandfathers, partners, servants of the community as well.

And that's what established the National Compadres Network, and began working on rebuilding that sense of compadrazgo, that sense of interconnected family, which for many of us throughout the years has been kind of our - the saving grace in spite of all the challenges. And we have now over these last, you know, 25, 30 years, brought together a cadre of experts, and people from across the country that worked together with us, to work on a whole number of areas, from rite of passage to fatherhood, to health education, family values, a whole number of areas. And so you can look on our Web site to see all the other information.

Let's go to the next slide then. And in that, you know, we also recognized that, even though we're lifting up Joven Noble today, which is a rite of passage program, that we - there are a whole number of areas of needs for our families. So, besides Joven Noble, there's Xinachtli which is a female rites of passage. We work with teen fathers, we work with fathers, we work with mothers, a program we have of mothers raising boys. But we also work with wounded men that are coming out of the military as well because they're fathers as well. And we recognize that family engagement, the sense of familia is really important. So it's very difficult to say we work with young

people without working with families as well. And so Cara y Corazon is really about that.

And some of our leaders in our own organization, (Mario Ozuna) and (Azi Cruz), they came to us as teen fathers some 15, 18, 20 years ago, and now they're leaders in our organization, some of the lead trainers.

But all of this is encompassed in what we call círculos, Circles of Support. And that's an essential part of our philosophy, of our programming as well, is that, you know, young people, and everyone, but young people need places to go. They need positive places to go where they can lift up their identity, where they can ask questions about the challenges of life before they could heal, and they could get support in the direction of life.

So let's go to the next slide. El Joven Noble is (unintelligible) rites of passage program, character development program. It's about youth development support and leadership. It's just about what our families would call la educación, a sense of building (the whole person). And - but it - we recognize that as youths go through, you know, through life, there's a whole number of areas that they fall into. So we, with the programs that we trained all across this country, they come to us in a whole lot of different programmatic areas, funding areas, if you will.

So you can see on the screen the different areas in which we - where Joven Noble (has fat) and where we use them and target, you know, certain particular issues that have been funded or have been identified.

Let's go to the next slide. The basic philosophy is a concept called La Cultura Cura. And really what that means is the thought and the philosophy that within one's culture are all the essential elements, all the rooted elements, if



you will, that can help you grow and thrive and heal. Many of us, you know, when I grew up, there were no health clinics, there were no mental health clinics, there were no social workers, but I had my abuelita. And my grandma would bless us and she would heal us hierbas and she would sing with us, and, you know, (unintelligible), tell us stories, and all of those things. And then she would pray for us. She would pray for us and then bless us.

And every family, and every culture, not just Latino culture, but in every culture are these rooted elements. And as part of our philosophy, that when we go in the community, that we're not going in really to teach, we're going in to remind people of those - of the resiliency factors, of the cultural strengths, of their blessings, if you will, so that they can root themselves to deal with the issues in life.

And this concept of palabra, meaning your sense of word, your sense of integrity, your sense of commitment to do the best you can, to live the best way you can, but there's four principles, four valores, if you will -- dignity, respect, love and trust.

And the first one is that bendición, that I talked about my grandma, that you're a blessing. You know, many of our kids face situations and go into places where they don't feel like they're wanted. They don't feel in fact, you know, we've seen many times in communities where many of our kids are targeted in another way, okay? They're - and so we really have to lift them up and embrace them that way.

And that they recognize that they have a (unintelligible) they may have problems, they may have issues, but they are not bad, that within them is this sacredness, within them is this - are these gifts, and it's our job to lift those up. That we - they should have people to teach and value them. And many times

we have to go in institutions and schools and different places to help reorient institutions so they can approach our children that way and understand the cultural way.

But the last part is having a safe place for learning and healing. And we attempt to establish, when we do training or technical assistance or bring this curriculum, a place where young people and their families can come to learn and to heal in a good way. Let's go to the next slide.

So we recognize that in western society there's a whole sense of education. And in our cultura we call it la educación. And I just want to show kind of a little contrast of what we attempt to lift up. And in western society, you know, education is really important, and in our culture it is too. But we want - there's an additive factor that we think is very significant, that is real important to really lift up and build the whole person, the character. And western society education comes from institutions and it gives you information about western standards and all the history and the knowledge, and that gives you credential, that will give you hierarchical status because now you have a credential, gives you power, allows you to then have material wealth and that success.

And what we add to that, we think is important, educational attainment, but (unintelligible) institutions and, you know, all of our families want the best for our kids. We want our kids to graduate, we want them to go to college. But we also want to lift up the wisdom of the elders, of life experience, and what they learn from relationships. And when you have that and you have lots of knowledge, you have the ability not only to go into university but the ability to sit with your abuelita. Ability to look at people that don't have formal education, and see the knowledge within them. And that gives you a strong character.

And then what we lift up is that concept of hombre noble. Hombre noble is not just about you and the man or you as a person. It's about you and your interconnected relationships. So that gives you a sense of strength, not only to do well when things are going right but when things are tough, when things that are challenge, when you get challenged, and when you have issues that face you, that you have the strength to go within. That then gives you the ability to live and provide physically, emotionally, mentally and spiritually, for yourself and for others. And success. That success really is about you being able to contribute to society and all your relations (including) yourself.

So this combination of the western and our la educación is really what we're looking at. Let's go to the next slide.

That's the basis of Joven Noble. Theoretical formulation here is on that circle of four elements -- conocimiento, acknowledgment of one's cultural identity. And we recognize, if you don't know who you are, then people can make you anything you want. They can make you anything you want. And sometimes that ends up being, you know, things that are not good. You end up adopting behaviors.

But also, even if you get education, can just then go back and still be humble enough to relate to your family and to lift them up and acknowledge them as well. So, that positive cultural identity. And we see in this picture we have two (unintelligible) and Montgomery County there (unintelligible) who's one of our leaders there in Albuquerque as well.

Entendimiento, that's sort of understanding, embracing and (healing) life challenges. So it's not enough just to learn and - the educational system, be successful. Recognize that a lot of our kids smart, a lot of kids have a

potential. But when life challenges, when they have wound, and sometimes the wound (unintelligible).

Marco Davis: Jerry, it seems we may have lost you.

Coordinator: Excuse me, speaker. Yes, Mr. Jerry's line got disconnected.

Marco Davis: All right. Hopefully he'll rejoin in just a second. Sorry about that, folks.

Coordinator: One moment, speakers. Let me go ahead and try to call him.

Marco Davis: Okay, thank you. Sorry about that, callers. Once in a while we - participants. Once in a while we have technical difficulties. As you can see they're sharing their model of the Joven Noble program and they'll be talking about sort of some of the places where it's implemented, some of the ways they've conducted evaluation and some of their measures of effectiveness. So I think there's still some very good information to share with you all. And then as I mentioned, once - at the conclusion of their presentation, we'll open the floor for Q&A.

Incidentally, folks should have received the slides that are playing on the Webex, should also have received those slides as a PDF document for folks who were not able to access Webex. And their contact info is at the end of the slide deck. So if you didn't receive the slide deck, you can email us at whieeh@ed.gov. That's our office's email, whieeh@ed.gov. Let us know that you did not receive the slide deck and we'll make sure to send it to you so that you have both - a copy of all of the slides but also contact information for the National Compadres Network for follow-up after the call today.

We'll give him just another minute or two. Hopefully he'll be able to get back on and continue with the presentation.

Coordinator: Excuse me. We now have Mr. Jerry Tello on the conference.

Marco Davis: Wonderful. Please continue, Jerry. Sorry about that.

Jerry Tello: Yes. Life challenges like that will interrupt you sometimes.

So the third level is that we're talking about finding life's purpose. That's (unintelligible) and really (unintelligible) really focused on helping young people find their purpose, what is their purpose in life that's connected to their family, connected to the community (unintelligible) moving forward (in) the next generation.

And the finally, the fourth - the fourth, sense of movimiento leadership and service, that it's really a responsibility of Joven Noble to guide, guide that next generation as an example, but also give back (unintelligible).

Let's go to the next slide. The role of the círculo and as I mentioned, that's the way we started, by gathering a group of men. We still gather, you know, and we have círculos all across the nation. And one of the things in terms of cultural (unintelligible) across the world is that the sense of interconnectedness has been really important. So (unintelligible) part of the rites of passage process includes (unintelligible) separate this mentorship from extended kinship mentorship, for our philosophy is, when you connect with a youth, you connect with them like a relative, you connect with them like a tío you connect with them. And they can become part of that círculo forever.

So we have programs such as in San Diego with a project (Itzcalí) who they - some of their youngsters started in elementary school. And they guided them all the way through, and now they're teachers. They're professors are universities. And the people that started out as their tíos are now grandfathers, you know. And they're still part of that círculo they're still part of that. You know, in San Antonio, Texas (unintelligible) he also, they had established this interconnected network.

And so we have círculos all over and that becomes an essential part of, you know, really what we do and the work that we do, and it becomes the basis for everything we do.

Of course, in all of this, Joven Noble, we deal with all the life skills issues, you know, from how to deal with life and how to deal with, you know, from substance abuse to issues of, you know, pregnancy prevention and issues of dealing with violence and anger, and how you deal with all of these challenges, you know, the things that young people face, you know. But it's embraced within the círculo and embraced with it the whole character of who you are as an Joven Noble.

So let's go to the next slide. So I want to this time pass the palabra and over to my comadre and wonderful advocate for this work and been doing this work for many, many years. I don't know if you were (unintelligible) is Marcia Rincon-Gallardo.

Marcia Rincon-Gallardo: Gracias, Jerry. Can everybody hear me okay? Yes? Okay.

Marco Davis: Yes, yes.

Marcia Rincon-Gallardo: So I wanted also just (unintelligible) say thank you to Rafael Lopez, to Emmanuel Caudillo and Marco Davis for making, you know, this opportunity available to us, to share with you, the audience in the Webinar, the work of the National Compadres Network and the evidence-based program Joven Noble.

As you can see from this map of the United States, there has been a significant national impact in the past 30 years of the National Compadre Network, La Cultura (unintelligible) services. So, just let me share with you some brief facts.

There has been more than a half-a-million individuals that have been witnessed through presentations on La Cultura Cura. More than 50,000 individuals have attended a La Cultura Cura for our training throughout the nation. And then in the past ten years, more than 2500 have been trained under La Cultura curriculums, including among those the Joven Noble curriculum.

Interesting, I think Joven Noble has been one of the most sought after curriculums, at least in my experience, along with Cara y Corazon and Xinachtli. A variety of institutions have requested being trained on this, and as well - not only Joven Noble but the rest of the curriculum and services. These institutions range from mental health, youth centers, substance abuse, social services, etcetera, particularly schools and their districts and probation departments.

While this synergy of movement and growth in knowledgeable individuals on Joven Noble and La Cultura Cura have been gaining momentum, about maybe ten years ago, a number of us also made the connection between healing and building community and leadership and governance as a path to impact,

promote and (unintelligible) systems transformation, which opened up the potential for the impact of La Cultura Cura even further.

Can you go to the next slide please?

So that in fact, as we talked about La Cultura Cura's (offered) services to the National Compadres Network, we're also talking about building strategies to transform systems. We currently find ourselves being called upon to present to various community groups, collaborations and coalitions to do - to help do systems transformation, whether for ending the school-to-prison pipeline or for juvenile justice transformation, more and more communities are seeking the benefits of utilizing La Cultura Cura as a model to really engage community, youths, parents and others to build their capacity and build leadership, system players (unintelligible) with communities towards systems transformation.

So for example, in school systems across the nation, for more than 20 years we've used parents, communities (unintelligible) impacted the growing gap of achievement - growing achievement gap by our Latino youth and education. On the one hand there are the issues of policies and practices regarding school curriculums, approaches to teaching and school teacher, yet an equally important disturbing trend is that of the disproportionate numbers of Latino youth impacted by suspensions and expulsions.

Communities are actually discovering that the use of La Cultura Cura and Joven Noble allows for youths, parents and staff, school, personnel, staff personnel and administrators, along with school stakeholders, to come together in a very respectful way for *conocimiento*, acknowledgement; and *entendimiento*, understanding; *integración*, integration; and then movement --



to change policies, practices with voice of the community as a policy table in a very respectful, meaningful and participation by all.

The same holds true in transforming the juvenile justice system, using the Noxtin model which you see here - which you see here. By working with youth parents and community to grow capacity and leadership development for true authentic engagement to change power structures and make lasting changes that make a difference for communities.

This work right here aligns very well with My Brother's Keeper initiative in giving youths a second chance, by really reviewing the policies and practices that make Latino youths more disproportionate in the juvenile justice system across the country, and disparate treatment towards Latino and other youths of color, that exists all over the country, to actually review it and make changes in policies and practices.

The National Compadres Network, in partnership with Noxtin, is available to provide technical assistance to help your communities with system transformation. And we thank you for being with us on this audience - Webinar.

I'm going to pass the palabra on to Dr. Heriberto Escamilla, and he'll continue. If you can pass on to the next slide, por favor.

Heriberto Escamilla: Thank you, Marcia. Buenos días, buenas tardes. Gracias Emmanuel, Marcos, Rafael. Thank you very much for this opportunity.

I'm conscious of the time here, so what I'm going to do - what I'll attempt to do is to really just share a little bit of the work that we've done and provide an (outline) of the assessment and documentation of the work that we're doing.

On the first slide, what you see are some basic principles that we've developed up to now. As most of you know, in the work of evaluation, it's an ongoing process, so this is our current thinking. The focus of our work is on what Jerry described earlier, interconnectedness. We look a lot at relationships in assessing effectiveness of our work.

We try to use a balanced approach. And by - what we mean by that is not just asking about what bad or negative behavior but also positive behavior, so that we create instruments and questionnaires that try to look at both sides of behavior, not just in one way.

Because, you know, if you focus too much on one negative, for example, young people get turned off, they don't give us information. And it's really important that we be participatory. We have some basic instruments that we created, some pre-posts, types of tests for example. But we really have to work with people to create instruments that fit their specific applications, because sometimes a program will be focused on teen pregnancy prevention, sometimes it'll be focused on substance abuse and something else. So we realize that we need to take out and add questions as necessary.

Probably what's taking us the most work is building a model of documentation and assessment that's respectful of the healing process. The círculos, the ceremonies, just asking questions changes the nature of the interaction. So, Jerry and Marcia and (Azi) and (Mario), (Hector), have worked - have discussed this a lot, and how to assess effectiveness without interfering with the process. So that's an important principle.

The other thing that we're doing as we build out and grow and work with different institutions is incorporating. As Jerry talked earlier, we're talking

about cultura, culture, and so one of the ways that we're proceeding is to look at cultural institutions as being curative, as being medicine.

For example, law enforcement, we see in the position to guide people, to rehabilitate, to put them back into connection, and not so much a punitive focus that some of them can, you know, some of them can sometimes take. So our model then builds out and includes the different institutions and looks at them in a way that's consistent with La Cultura Cura.

So let's go to the next slide.

We focus on behaviors more than anything, because that is, how they say, where the rubber hits the road. You know, you can change people's attitudes, you can change people's beliefs, but that doesn't always translate into observable behavior, into changes in the way that people act.

So we do ask about those other things, our instruments do include knowledge and attitudes, beliefs and skills, but we're always very conscious that they being knowledge that's related to behavior. We don't want to ask questions that simply tell us whether somebody's been paying attention and can remember something, that -- which they've learned -- has to be connected to the actual behavior change that we're looking at.

So that's one of it. And I, after 17 years or 18 years of doing this, this is one of the things that is very heavily imprinted on me, to look at behavior.

Let's go to the next slide please.

In terms of outcome domain, in terms of effectiveness, as Jerry was mentioning earlier, we're looking for (unintelligible). And so we look at how

people volunteer, how people serve. And this is with young people especially, it's not just with older people. But that's one of the aspects of life that we look at.

We look at ethnic identity, questions we ask about its importance. We don't assume that everybody has the same attitude or value in the same way. So we have questions that, for example, that'll ask how important is it to you - does it give advantages or not, you know, things of that nature.

We also ask people to self-identify. We don't - I've never created - or I don't create instruments anymore that have categories where people are checking boxes. We - it's an open-ended question. We ask people how they self-identify.

And then from there, if we need to report it, we can categorize it and move things into boxes. But we don't begin that way.

We ask about their educational aspirations, where they learn, and again, the importance of it to them.

You might see in this - maybe recognize some of you - Erikson's concepts of equal identity. So we try to develop innovative ways of looking at things, but (unintelligible) disregard what other people have found in the past. So we look at education and the different sources of it.

Even with you people we ask about their career, their occupation, their (vocational) aspirations, also how important it is to them. Do they value it? Because that's one of - again that's another component of what we see of a healthy individual.

And then as you might imagine, these can vary. Some people get much more of their self-worth out of one versus another. So we're not, you know, we try to be as objective as possible with the research in identifying patterns rather than (prescriptive). But these are just some of the outcome domains that we're looking at.

Next slide please.

And as you've heard from Jerry and from Marcia, a lot of attention to relationships. And (unintelligible) relationships and break it down a little bit further where we ask for example about their ancestors. Do they know where their parents were born? Do they know where their grandparents were born? Do they spend any time with them and so forth? So we look into the past.

We look at compañeros also -- who you associate with now, your relationships and your friends in this lifetime. And then we look - we ask questions about future generations, about their aspirations for family in the future, especially with the older groups that we have from 19 through to 24. We ask a lot about their relationship with their children.

So again it's more of a comprehensive view of relationships that incorporates what we consider an indigenous way of looking at things, not just the here and now, but past and the future as well to come.

So, move on to the next one. The next slide please.

Marco Davis: And we've got just a couple of minutes left, so.

Heriberto Escamilla: Yes. And I'll turn it over to Jerry or...

Jerry Tello: Yes. Thank you both Marcia and Dr. Escamilla.

So we've seen - you see that, in terms of where we've worked in terms of not only Joven Noble but the other curriculums in a lot of the different, you know, places, and a lot in communities as well. And whole focus again is really building on the strengths -- and we recognize that communities are very, very different. So that now we're, you know, with (Luis Cabron) and some of the people, (Alex Sanchez) in Los Angeles as well, we're really working a lot with some of the young people that have newly arrived, that have come from Central America, that (unintelligible). But in other communities, you know, we're working heavily with the young people that are coming out of institutions.

And, you know, it's interesting because Dr. Escamilla mentioned about vocational and occupational. You know, we have 14 and 15-year-old kids in the Central Valley that are working in the fields with their parents. You know.

So there's a whole diversity of issues that we have to explore, and then some that don't have families here at all. And that's where the Compadres Network comes in, the círculos come in for them, those that are unaccompanied, by themselves, really, really critical that they become connected.

The whole essence of all of this is really trying to build the strength and the capacity of young people but in an interconnected fashion, so they can fulfill their life purpose, but when the challenges come up, they have a support system to help them get through.

So with that, I'll go ahead and stop now, and I'll guess we'll go to questions. You can go to our Web site, the specifics of the curriculum and all of those things are on our Web site, or you can contact as well. I know we didn't get

into the specifics of, you know, how it's laid out and how we deliver and how we train, but we can - that information's on our Web site.

Marco Davis: Great. Thank you all so very much.

So let's open the floor for questions now. Operator, if you wouldn't mind reminding callers how they can get into the queue to ask the question?

Coordinator: Thank you, sir. We will now begin the question-and-answer session. If you would like to ask a question, please press star and then 1. Please unmute your phone and record your name clearly when prompted. To withdraw your request, you may press star and then 2. Once again if you would like to ask a question, you may press star and then 1. One moment please for the first question.

At this time we do not have any questions, speakers.

Jerry Tello: Okay.

Marco Davis: We'll give folks another minute or two. I know sometimes folks take a little while to formulate their questions and to then get into the queue.

As I mentioned briefly when we lost our colleagues from the National Compadres Network earlier, the - everyone should have received this slide deck also as an attachment, as a PDF. So I just want to remind folks, if you did not receive that and you want to have it, to have their contact info, send an email to whieeh@ed.gov, and we'll be able to send it out to you so that you have it.

Coordinator: Thank you, speakers. We now have questions on queue.

Our first question comes from Mr. (Calvin Williams). Sir, your line is open.

(Calvin Williams): Thank you. Hey, thank you all for the great presentation.

My question, given the range that you work in, is, do you come up against ethnic or religious or class differences inside the groups that you work with? In the, you know, cultures that you work with?

Jerry Tello: I mean, yes. I mean, definitely we - thank you for that question, Calvin.

I think one of the things that, you know, is throughout here, is recognizing the challenges and the wounds. And there's a whole process of, if you will, woundedness that we talk about in our training. And we talk about, if you don't know who you are, your ethnic identity, your rootedness, and if you've made to feel as chained, then that becomes integrated and that chain integration then becomes then critical of others as well.

And so we - one of the things that we talk about is internalized oppression. And that whole internalized oppression makes you not like who you are because society has made you not like who you are -- your color, your race, your background, whatever. And so when that becomes internalized then, then we end up seeing that - we end up seeing, you know, a lot of friction, we see violence, I mean in boys of color, you know, (that mainly the) violence is on themselves, black on black, brown on brown. We see that. So it's something that we embrace head-on, we deal with head-on.

I think the other thing that, you know, we didn't have time to mention here, is that we work cross-culturally with a lot of different groups. So we, you know, work with the Brotherhood of Elders in Oakland and in Denver and in D.C.



We work a lot cross-culturally between African-American, Latino, Native American, Asian populations. We work - because communities are like that as well.

So this is not just for Latinos but - and we head-on address those issues of the conflict, so that we can bring a sense of interconnectedness as well. And so those are direct lessons that we cover and we address and we embrace as part of our whole philosophy.

(Calvin Williams): Wow. I have a lot of respect for that. So, thank you.

Marcia Rincon-Gallardo: I wanted to just respond briefly also to your question, (Calvin), and that's a good - wonderful question to ask. Because as we do systems transformation work, utilizing the La Cultura Cura model, we definitely have to work and be cognizant that we talk about all youth of color, we talk about all youth, because in fact when we work with systems, when we make improvements, it helps all youth. That's the number one thing that we find.

And then the second piece is that there is strength in aggregating all of it and then there's strength in disaggregating it into our individual cultures because our individual cultures have strength. And when you can do culturally responsive approaches with each one of us, then you utilize the strengths that already exist in our communities, to help with changing whatever needs to be changed, whether it's behaviors or systems, policies, practices. And so I think that being balanced with that approach is an important key in the work that we do.

(Calvin Williams): Excellent. Thank you very much.

Coordinator: Thank you. Our next question comes from Mr. (Guillermo Hernandez). Sir, your line is open.

(Guillermo Hernandez): Compadres, buenas tardes a todos ustedes. This is compadre (Guillermo). Hi to everybody.

And I am - want to just share and add into the conversation that you guys have put in together. Basically I am from the Purepecha Nation. I was born and raised in (the other) side of the river. And 45 years ago I - they gave me the opportunity to move to United States.

And during those times, I was doing different stuff, but 30 years ago I had an opportunity to meet together in the (kind of first) circles that we started developing in Los Angeles, and try work together and learn a lot of good stuff from the National Compadres Network, specific for compadres Jerry and other brothers that we are in the program.

So the reason why I am sharing this part is because now I am retired, I am almost getting close to 65. Then, how can I continue getting involved, so that way I can use part of the (good stones) I'd picked up all these years, to continue supporting the effort that you guys are doing? That's my question.

Jerry Tello: Thank you. Thank you, (Guillermo). I mean, (Guillermo) does wonderful work, you know, in California, you know, a lot with parents. (Guillermo) is one of the - but thank you for that, (Guillermo). Because what it really brings to light is our emphasis on elders, that we really, you know, really reach out to elders.

I mean demographically now, the baby-boomers are now becoming that age, right? Becoming that age. And so we have a lot of elders in our communities, and we're not using them.

Part of our model is really reach to elders -- for their wisdom, for their companionship, for their guidance, for their support, for their prayers, everything that we need. And so part of that whole círculo in Compadres is really honoring and recognizing the elders and bringing them in -- bringing them in to the schools, bringing them in to the institutions, bringing them in to the community centers, bringing them in so that, you know, we really can form that support system, but it also acknowledges them as well, it gives them a lugar, it gives them a role. Thank you.

Marco Davis: Operator, do we have more questions?

Coordinator: Yes, sir. Our next question comes from Mr. (Gerald Varnex). Sir, your line is open.

(Gerald Varnex): Thank you very much. Greetings from south Texas, Alamo, Texas. I'm assistant principal at a middle school, charter school. And my question is around how we could start a program like this from the school. And I'd like to hear about like how schools have implemented something like this, and even what's the best age or like an age where kids are very receptive and perhaps (unintelligible) age, but maybe there's an age where kids are more receptive and acclimate to a program like this more easily.

Jerry Tello: Yes. Let me just say that it is a program but it really is a philosophy too. It really is a philosophy about how we approach young people, we approach children, how we approach families. And we have worked in, you know, how does - how right there in Texas and in San Antonio, we work with a school

called Por Vida Academy, and they brought us in and we trained everyone from the maintenance person to the superintendent. We've trained all teachers.

And they integrated the philosophy in this way (unintelligible) every day, how they deal every day with students, how they greet them when they come in, how they acknowledge them, how they recognize and - recognize every kid that comes in there. And these kids -- this is an alternative school -- these kids have problems, but nevertheless, when they come in, they greet them in that very (unintelligible) of recognizing (unintelligible) too, but they also embrace their challenges.

(Gerald Varnex): Great.

Coordinator: Thank you. Thank you. Our next question - thank you. Our next question comes from Mr. (Sergio Castanones). Sir, your line is open.

(Sergio Castanones): Hi. I just wanted to ask - I saw that on the map that there's (a site in) Yakima that's doing this, putting this into practice. I kind of wanted to ask, who or what agency that was through. I live in southeastern Washington State, which is about 80 miles from Yakima, a whole different world compared to Yakima. And I just wanted to know who those people were in Yakima so I can try to network with them and have a couple of questions.

Marco Davis: Jerry or Marcia, I don't know if you all know, if you're able to answer.

Marcia Rincon-Gallardo: Is Jerry still on the line or did we lose him? Because he would be the person to answer that question.

Marco Davis: Operator, did we lose Jerry Tello?

Coordinator: Sir, your line is open.

Jerry Tello: Okay. Thank you.

When I dropped off, I was answering the call of the principal. Are we still on that call?

Marco Davis: No. Sorry. Well, if you had more comments to say, go ahead. But the question was about who you're working with in - the follow-up question was who you're working with in Yakima that they might get in touch with.

Jerry Tello: We're working with a gentleman by the name of (Leo Lopez), and he's with (NEKC Foundation) there. There's some other community-based organizations. If they want to email us, we can give them information of who we're working with in Yakima. There is a whole number of people that we've trained already there. So if you just emailed us, we'll send you some information about the organizations that we work with there.

Marco Davis: Great. And I want to mention. I'm noticing on the Webex chat function of a number of folks have written in a few questions. I'm going to try to cover a couple of those now that folks might get back to. But several questions I want to group together, because several of the questions are about your work, about the National Compadres Network, in terms of who is the contact person in a particular community, there's a number of different places, or like do you post dates for upcoming trainings and activities?

And I think a lot of that information is either on the Web site or folks can follow up with you offline. Is that correct, Jerry?

Jerry Tello: What's that? I didn't hear that.

Marco Davis: Is it correct that people can follow up with you if they want to know about a specific contact similar to the caller about Yakima. We got several online questions about sort of contacts in particular communities. So I'm recommending that folks follow up with you all directly or check your Web site to sort of figure out who are the contacts in their area that they might be able to connect with. Is that correct?

Jerry Tello: Right. Yes, we have regional representatives as well in different areas across the country. And then we come out and do training technical assistance in the different areas as well.

Marco Davis: Great, great. So, yes, so, folks, if you can check their Web site first and you'll see about upcoming activities, trainings, etcetera, and then also if you're wanting to find out who a regional contact is. If it's not listed on the Web site, you can send them an email or reach out or even place a phone call offline, and then folks can connect with you that way.

Also I think there's a couple of requests for you to do trainings or to attend events. So again I'm going to recommend that people sort of connect with you all directly.

There are a couple of other questions I wanted to, before we go back into the queue. There was one question I wanted to mention that was topical that said...

((Crosstalk))

Marco Davis: ...ending the school-to-prison pipeline, how are these programs promoting restorative discipline in the schools, helping teachers and administrators that

truancy is a symptom of many problems, and understanding how they might help the students with issues with the many needs that keep them from attending school or cause them to be truant, help understand that truancy.

Jerry Tello: Yes. So we have an effort called Transformative Justice as opposed to reformatory justice. Our view is, in many situations with young people and their families, we don't just want to restore what was - where they were at, in terms of their issues. Many of them have longstanding problems, issues, that we really need to transform. But our view at this time is to (unintelligible) the bullying or they're fighting or they're violent, it's not just about (unintelligible) but looking at what's going (unintelligible).

Because many times the system is not responding and many times that we have kids (unintelligible) they're having problems - delinquency problems or (unintelligible) problems, you look at their records, they've been having problems since second grade and no one's addressed those issues. And so, systematically, we go in and really advocate also for the youth and the family (unintelligible) what do we need to do in this system to really embrace, because, you know, when young people are having issues, it's because something deep is going on. Hurt people hurt people. So they're causing problems, they're hurting others, they're fighting or drinking or getting high or violence or whatever, it's because something deep is going on.

And so we really attempt to help systems to transform themselves as well, so they can better address the true issues that are going on, and not just suspend or expel kids. And this sometimes does mean referring them to mental health or other social services, but also those institutions sometimes are not ready. Sometimes they could have bilingual personnel (for) parents, sometimes they (unintelligible) with, you know, Latino families, is not culturally appropriate.

So, many times we have to work with systems as well, mental health system, the health system (unintelligible).

Marcia Rincon-Gallardo: I wanted to add just a little bit more, Jerry, and thank you for that response, that when we talk about transforming system, it is a process, and I didn't have time to really go into the Noxtin model, but it's a process of being data-driven, looking at the data. Sometimes it's policies and practices and/or the culture within the system that is disproportionately impacting our youths of color, whether it's through suspensions and expulsions of youths of color in the school system or whether it's the disproportionality or disparity issues within the juvenile justice system.

And so there is a very specific sort of set of strategies about looking at the data, looking at your policies and practices, building a collaborative that is very much joined by community voices sitting at the table (unintelligible) strengths that already exist in the community, to help in restoring as well as helping the system know how to change in order to make the movement that needs to happen for kids to be successful.

Marco Davis: Great. Thank you. Operator, do we have more questions on the line?

Coordinator: Yes, sir, we do. Our next question comes from Mr. (Victor Valencia). Sir, your line is open.

(Victor Valencia): Yes. I've been a compadre for about two years, working out of the Santa Barbara County. And I've worked with a variety of (unintelligible) and looking in the prison system and just watching a lot of the (unintelligible) working with the youth here in this area. And when we're using the curriculum, now that we see that we're getting the evidence-based curriculum, we want to see how we can get a copy of that to...



((Crosstalk))

(Victor Valencia): ...or is that available. We're going to a training next week. I think Jerry is going to be there speaking, Santa Barbara, and would that be available there?

Jerry Tello: Let me - well, let me just respond to that (unintelligible)...

Marco Davis: Jerry, you're breaking up a little bit.

Jerry Tello: I am. Okay. Can you hear me now?

Marco Davis: Better.

Jerry Tello: Okay. Anyway, we don't give out curriculums, we don't sell curriculums. People, in order for them to have the curriculum, must go to training. Because it's really imperative that people understand the philosophy. And, you know, the people there in Santa Barbara, you already have, so that we can talk about, you know, how to get you a curriculum.

But just in terms of our own evidence-based standards and credibility, we want to spread the knowledge. We want to spread the knowledge, but it's really, really important that people understand the philosophy and understand the commitment that it takes to really work with young people in families, you know, in an integrated way, because some people, you know, especially when it's proposal writing time and funding time, people just want curriculum so they have curriculums. And so we really are trying to make sure that our young people and our families are getting credible, culturally-based services. But we'll talk to people in Santa Barbara to see how we can afford you what you need in order to continue doing the work.

(Victor Valencia): We're looking forward to see you next week.

You know, one of the big things that we deal with the youth is that, you know, we do like teachings with them, but the big thing is we want to try to also incorporate (unintelligible) you know, helping them with just getting a driver's license, helping them with, you know, how to...

Jerry Tello: Yes.

(Victor Valencia): ...(unintelligible) just the basic things of how can you survive (unintelligible).

Jerry Tello: Yes.

Marco Davis: Great. We've got about five minutes left, so let's try to get one or two more questions if we could.

Jerry Tello: Okay.

Coordinator: Thank you, sir. Our next question comes from Mr. (Rolando Moreno). Sir, your line is open.

(Rolando Moreno): Good afternoon. Thank you for your participation. Some very interesting information.

I have a very quick question. One, you mentioned a group in San Diego but it wasn't clear as to who it was. That's the first question.

Second question was in regards to documentation. When you're dealing with school districts, they want documentation -- does this work, what are the results of that? So how would - what would you suggest?

Jerry Tello: There's a group called (Project Escali), and we can send you that information too. (Macedonia Triaga) is the director. They're working in, I don't know, 12, 14 schools there, in the San Diego area.

With the schools, you know, if you - I would invite you to contact our, you know, us and Dr. Escamilla can give you more specific information, you know, on the whole aspect of evaluation and documentation, how we do that in working with schools.

You know, with schools, again, as Dr. Escamilla mentioned, you know, we try and tailor the research and evaluation of the documentation based on the site. And whether we're working with young kids, we have valuations for young, you know, younger children, for middle school and then for high school, a little bit different, because the process is a little bit different.

(Rolando Moreno): Great. Thank you.

Coordinator: Thank you. Our next question comes from Mr. (Rob Latteria). Sir, your line is open.

(Rob Latteria): Good afternoon everybody. Calling from the southwest Detroit, hoping to be the next star on that little map of Compadres Network.

I just had a question regarding the - sort of what is the hope or the goal of the White House Initiative on Education Excellence for Hispanics and the National Compadres Network for today's presentation? What was the goal of

the presentation between those two partners in correlation with My Brother's Keeper Initiative? What is - kind of what is the thinking?

We know that a lot of the funding is going to be very localized through regional and citywide foundations. What are your hopes and thoughts about doing this presentation and what do you hope to get out of it in return?

Marco Davis: Great. I can start on that question there, Jerry. This is Marco Davis.

So first off, our hope was to sort of share with us folks to, A, remind folks about sort of the continuing timeliness and importance of the My Brother's Keeper work and encouraging - continuing to encourage communities to sort of take action essentially in response to the President's MBK community challenge in challenging communities to take on the work of My Brother's Keeper and seek to sort of improve life outcomes for all young people, including young men of color.

We, second, wanted to sort of show an example of work that's being done in local communities, in fact, local communities throughout the country, that predates in fact the My Brother's Keeper, but in fact its goals are very much in line with the efforts, right, of finding ways to help improve life outcomes in a variety of ways, in education, in personal health, also grounded in culture and identity but also in employment and in interactions and prevention of interactions with the juvenile criminal justice system, etcetera, right? Finding ways to holistically build up strong young people and to help them navigate their paths in life. And so we wanted to present one example of that to give people ideas about ways in which it works, ways in which they may be doing the same type of work.

And then third, as we've touched on towards the end, is also pointing out that increasingly, as you mentioned, folks who are looking to support work that might be the kind of work that My Brother's Keeper speaks about but that really in fact is really community-building work overall, increasingly, whether it be foundations, whether it be state and local governments, whether it even be federal governments, people are looking for evidence, people are looking for outcomes, for measures, for results, for evaluation.

And so again this is a program and an organization we were familiar with that we know has done great work on that effort and has really been able to produce actual details and the kinds of information and data that folks are looking for when they're making considerations for funding. And so we thought them sharing their work and what they do and how they do it also could be useful to participants on this Webinar about ways in which to go about capturing the data, or to think about what kinds of data to capture, ways to demonstrate their impact and the results, that could benefit their own work in terms of informing it and making it better, but also obviously in terms of attracting resources in the future as they compete for funding or go out to seek funding.

So those were our three goals. I don't know, Jerry, if you wanted to add anything in terms of your objectives from - and your team's objectives as presenters.

Jerry Tello: No, I think it's important - it was important for us to lift up that, you know, we in the Latino community have - do have, you know, resources and we have curriculum and we have, you know, training and capacity building that is available, and that we really need to reach our Latino youth with programs and services that resonate with that cultural base.

I think, you know, along the lines with My Brother's Keeper, you know, we really promote, we have programs on fatherhood, on teen fatherhood, on mentorship, we call extended kinship mentorship, but also including the girls and the mothers, and we have a Comadres Network as well, so, just for any of the women out there, we have a Comadres Network. And because we believe that, you know, people live within families and communities as well.

So it's in line with what we're doing. I mean My Brother's Keeper is in line with what we're doing. And this call was really just trying to lift up that we have answers, we have resources, we have experts, we have evaluators, we have trainers that should be at the table with everybody else.

Marco Davis: Great. Great. So we're just about out of time.

I did want to mention just a couple of other questions that came in online that might have short answers or quick answers that can be followed up with offline afterwards.

Jerry, two of the questions. One was, have you done any of this work -- I'm paraphrasing, apologies, person who asked the question -- but have you done any of this work in the higher education context, in terms of on a college campus with maybe a goal towards retention and success of the men of color and/or other students in the higher ed environment?

And then second is, can you talk about any of the work you've done with LGBTs?

Jerry Tello: Yes. So we have done. We're working at colleges, working at campuses, not only just around the Joven Noble, but around issues. Because there's a lot of

issues related to - we're doing a major effort right now in terms of racial equity and racial healing.

And in terms of LGBTQ. It's a major part of our inclusiveness message, that everyone is sacred. And so we're working together with many - a number of LGBTQ organizations right now to really collaborate in this effort, because we recognize that all you, all people need to find their purpose and really be (honored) in that way.

Marco Davis: Fantastic. Well, thank you very much, all of our presenters. And I'm afraid that's all the time we have for today. I want to be respectful of everyone's time.

If you were still in the queue for a question or you weren't able to ask a question that you have that you wanted to - or you wanted to follow up, please note again that the contact info for the National Compadres Network is on the slide deck. It's on the last slide, it's up on the screen right now, and you should have it in your deck so you can follow up afterwards.

You also can reach if you have any questions for us, for the Initiative, similar to the last question, you can always reach out to us directly at our email address, whieeh@ed.gov, E-D as in education, .gov. And we'll make sure to get back to you.

Thank you, as I mentioned, to our presenters. We really appreciate your taking the time. And of course we really thank you for the work that you're doing that is having such a tremendous impact in the community. And we want to thank all of our attendees and participants for joining us this afternoon, taking time out to be on this call. And of course we want to thank Rafael Lopez, our opening speaker.

We will be in touch again soon to share the theme and the details of our next Webinar which will be coming up in just a couple of weeks. We hope you all will participate in that as well.

And with that, I want to bid everyone a good day, a good afternoon, and we will be in touch soon. Thanks very much.

Man: Thank you.

Coordinator: That - thank you. That concludes today's conference. Thank you all for participating. You may now disconnect.

END